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Project Index
Project Acronym
Project Full Title

621398-EPP-1-2020-1-FR-EPPKA2-KA
ProCESS
Processing Complexity with Emotional, Sensorial and Spiritual capacities

ProCESS Project

WORK PACKAGE 2: PREPARING THE COMPANY CASES

Deliverable 2.1

Protocol for the Case Analysis

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WP2	D2.1. Protocol for the case analysis
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Short Description	This is a handout that should be given to students, academic coaches, company coaches and SESS trainers to guide their tasks, roles in the project and deadlines to be met. The parts of the text written in red are to be substituted by local information, so please make sure to save a copy of this document with your school name in Teams so that every school has its own document.
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Table of Contents

Table of Contents	3
1. Introduction.....	4
2. Theoretical background.....	5
3. Analysis protocol	12
4. Contact information	24
5. Company case attachment.....	24



1. Introduction

The ProCESS method is an innovative method of complex problem solving in organizational context where rational and non-rational (sensorial, emotional, and spiritual) approaches are mobilised with the help of SESS (sensorial, emotional, and spiritual skills) workshops. Such mobilisation implies training students (future managers) to better feel and sense complex situations and not only to understand them. The ProCESS method is based on 1) the understanding and appropriation of company cases (context and challenges), 2) the implementation of sequences that will mobilise emotional, sensorial, spiritual, and rational capacities, and 3) the elaboration of recommendations to solve the cases.

The project will involve *16 students of each HEI* (Higher Education Institution). The 16 students of each HEI will be distributed in 4 teams of 4 students, the first team treating the SANOFI case, the second the KLAUS case, the third the KESKI case and the last the SJSC case.

WP3	France P6 SANOFI Case 1 Company Coach 1	Romania P7 KLAUS Case 2 Company Coach 2	Finland P8 KESKI Case 3 Company Coach 3	Latvia P9 SJSC Case 4 Company Coach 4
France P1 UCLy Academic Coach 1	Student Team 1 (4 students)	Student Team 2 (4 students)	Student Team 3 (4 students)	Student Team 4 (4 students)
Finland P2 JAMK Academic Coach 2	Student Team 5 (4 students)	Student Team 6 (4 students)	Student Team 7 (4 students)	Student Team 8 (4 students)
Latvia P3 RISEBA Academic Coach 3	Student Team 9 (4 students)	Student Team 10 (4 students)	Student Team 11 (4 students)	Student Team 12 (4 students)
Romania P4 TUCN Academic Coach 4	Student Team 13 (4 students)	Student Team 14 (4 students)	Student Team 15 (4 students)	Student Team 16 (4 students)

There is an *academic coach* in each HEI who is in charge 16 students organized in 4 teams treating 4 different company cases. Academic coaches guide students in solving their case.

There is a *company coach* in each company who oversees 16 students, 4 from UCLy (France), 4 from JAMK (Finland), 4 from RISEBA (Latvia) and 4 from TUCN (Romania) working on their company's case. Company coaches have given the case to be solved and they can be asked for extra information if needed.

There are numerous *SESS trainers* in each HEI who will give the SESS training session during the project to help students to develop their SES skills.

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2. Theoretical background

Task 1: Reading
Time allocation: 1 h
Deadline: 3 October
Location: Online
Student: Each student works individually at this task.
You are starting to get familiar with your company case. The case that your company has provided is <i>complex</i> by nature, so there will be no straightforward answers – nor are there any right or wrong answers. Before getting started with the actual case, read what is (theoretically) meant by complex problems.
Academic coach:
Give your students this handout in the beginning of the project and explain what is expected by next deadline.

Delineating complex problems

Traditional management research considers organizations as machine-like mechanisms that can be controlled (Morgan, 1996). It is common for traditional management theories to assume that organizations need some hierarchical management. These management models function well in the context of physical production, for instance, but they seem to be ill suited in knowledge-oriented economy. (Uhl-Bien et al., 2007.) The change of paradigm from traditional management towards complexity theory in defining the *context of organizations* has changed the ways of working and organizing (Daft & Lewin, 1993).

Complexity theory grew out of systems theory in 1960's. Complexity theory, including the concepts of chaos, emergence and self-organization, has been considered one of the most revolutionary products of the 20th century having influence on science, technology, economics, finance and social sciences among others. The theory suggests that organizations tend to self-organize themselves to a state where they regulate themselves. Any complex systems, such as organisms, societies, or the Internet, have emergent properties that cannot be reduced to the mere properties of their parts. The behaviour of these systems is unpredictable and uncontrollable, and it cannot be described in any complete manner. (Heylighen, 2009.)

Complexity theory posits that systems begin as collections of individual actors who organize themselves and create relationships that form in response to positive or negative feedback. New structures and behaviours then emerge as the actors act and react to each other creating value because of individual interactions. The emergent result is often more than, or qualitatively different from, the sum of individual actions. (Haffeld, 2012.) Feedback loops serve as the driver for the evolution of the system. Positive feedback moves individual actors or groups of actors closer to a goal perceived to be important

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while negative feedback suppresses change and drive the system towards equilibrium. (Mason, 2008). This kind of non-mechanistic approach and resistance to reductionism made a worldview different from the traditional scientific approach (Alhadeff-Jones, 2008).

What are complex problems like?

Simple problems can be solved with common analytic methods like data collection and analysis. Usually, they would be solved by defining the problems more precisely or by breaking them into smaller parts that can be solved in isolation by different people. Partial solutions to a bigger problem can be integrated into an overall solution, because there are no significant interconnections between the parts and all participants share the same values and targets. (Rittel & Webber, 1973; Roth & Senge, 1996). Eventually, it is possible to know when the solution – either right or wrong – has been achieved. (Rittel & Webber, 1973; Conklin, 2005; Camillus, 2008.)

Organizations encounter complex problems usually in situations where they face continuous change or unforeseen challenges. This can happen anywhere: in strategic development, in product management, in design, etc. (Camillus, 2008; Carlshamre, 2002; Christensen, 2009.) In complex environment, the parties lack common world view, common values or common ethics, and people are looking at the problem from different perspective and planning strategies that are based on different mental models (Geertz, 1973).

Complex problems are thus the opposite of simple problems that can be laborious but are always solvable. Complex problems involve many parties that have their own needs, values and priorities and it is very hard to find a solution for them because the problem changes every time it is tried to be solved. There are no prior solutions that could be utilized when solving a new problem because problems tend to be unique. It is also very hard to estimate how the attempt to solve the problem has succeeded. (Camillus, 2008.) When it is not possible to solve problems in isolation, it becomes difficult to deal with differing assumptions and values of people. Systemic problems get in touch with misunderstandings, assumptions, and beliefs. Just improving communication or trust is not enough. (Roth & Senge, 1996.)

How can organizations tackle complex problems?

It is possible that the reason lying behind the problems linked with learning and innovation is eventually the fact that complex problems connected with the improvement of operations have traditionally been solved using thinking, tools, techniques, and action patterns that were based on expertise and considered adequate at some point of time in the past. (Harrison, 1994; Couger, 1996; Raisio, 2010). Though the challenges met by the companies have changed, the thinking patterns, the ways of working or the styles of management have not necessarily evolved in the same pace (Jantunen, 2012), and there is still a tendency to solve complex problems with thinking patterns, tools and methods that used to work for simple problems. (Rittel & Webber, 1973; Conklin, 2005; Camillus, 2008).

Why then organizations tend to stick to procedures that used to work in the past? This phenomenon is psychological: human mind tends to perceive things that support prevailing conceptions, which, in turn, strengthens prior conceptions. When contradictory signals are omitted, organizations lean on procedures that have become outdated. This is called paradigm paralysis. A paradigm is a set of assumptions that define how people perceive the world. Paradigms help people to expect what will probably occur based on prior assumptions. However, if the data falls outside the paradigm developed and makes it impossible to see things, the consequence is the paradigm paralysis. (Couger, 1996; Harrison, 1994.) Usually, organizations try to solve problems using an authoritarian strategy by letting few people solve the problem. These experts have the power to define the problem and its solution. (Roberts, 2000.) This is a way to tame the problem. Instead of facing its wickedness, it is simplified to make it more manageable. (Conklin, 2005.)



Organizations must learn how to solve or cope with challenges from different perspectives that represent different stakeholders. In practice it is about the organizational ability to handle different paradoxical situations in daily life in a productive way. (Cameron & Quinn, 1988; Lewis, 2000; Lewis & Dehler, 2000; Czarniawska, 2005; Andriopoulos & Lewis, 2009.)

The new ways of working demand self-guidance from the employees. Ability to self-organizing is expected both from individuals and from teams. However, this is not possible without an even closer interaction between the employees and management. This is called the paradox of self-guidance. Self-guidance does not mean the quantitative diminishing of managerial work but, instead, its development in terms of quality. (Zemke et al., 2000; Gennamo & Gardner, 2008.) The paradox of learning means that a lot of old information must be removed before new information can be adopted. The paradox of organizing means that both creativity and discipline must be present at once. The paradox of belonging means that collaboration requires both cohesion and difference. (Lewis, 2000.) The paradox of innovation and effectiveness (March, 1991; Andriopoulos & Lewis, 2009) refers to the fact that organizations must be able to generate new know-how while simultaneously utilize the existing know-how. Understanding paradox situations and problems helps to find many possible solutions instead of one right solution.

Redefining organizational practices means moving away from mass production efficiencies, hierarchical organisation, and central control, and introducing flexible, learning organizations that constantly change and solve problems through interconnected, self-organizing processes. (Daft & Lewin, 1993.)

Organizations process information in three situations: to understand their environment, to create new information and to take decisions. A common denominator for problem solving methods based on co-operation is shared understanding and sensemaking. It is possible that people in the organization do not agree on everything, but they share a common view on issues that are meaningful for the organization. (Choo, 2002.)

Shared understanding means that stakeholders understand each other's position so that they can use collective wisdom when solving problems. It helps individuals in the network to work independently to achieve common targets. The empowerment of individuals helps them create innovations and adapt to turbulent conditions. (Christensen, 2009.)

It is impossible to find an optimal solution for a complex problem, but it is possible for organizations to learn to handle them. Simple techniques are the best. Involving stakeholders, documenting opinions, and communicating helps organizations to handle complex problems by using social planning processes instead of systematic ones. Emphasizing action and experiment and adopting proactive orientation is important even though results are uncertain. (Camillus, 2008.)

The negotiations organizations need to find out common beliefs and interpretations concerning a problem and its solutions to reach a shared understanding are realized in a process called sensemaking (Weick, 1995). In sensemaking people set a framework that helps in explaining the versatile and conflicting needs of stakeholders and in defining their importance and adequacy. Problem solving is seen as a process of argumentation where the conception of problem and its solution is emerging little by little among parties as a result of continuous evaluation and critical argumentation. (Christensen, 2009.) Instead of leaning on decisions made by few experts sensemaking leans on organizational wisdom – collective mind is more comprehensive and thus able to understand more. The bigger the variation in beliefs, the better the understanding. (Weick, 1995.)

To make sense of versatile and equivocal matters, people in organizations must interact and discuss to share understanding and interpretations. The more different communication tools in use, the better. The key problem in ambiguity is not the imperfect understanding of reality that could be solved with additional information, but the fact that additional information does not solve anything. Therefore, handling complex problems with the methods of sensemaking is more like a social process without a



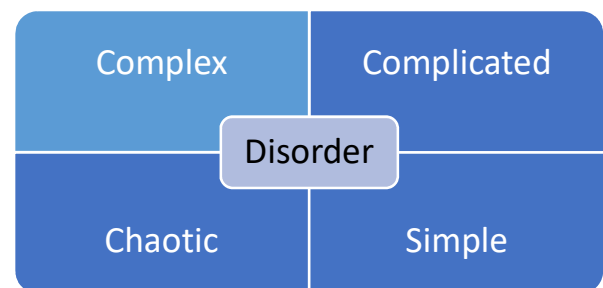
separate analysis phase. Instead, there are discussions to understand the problem and to solve it. (Weick, 1995.)

Are there any tools that can be used?

Kurtz and Snowden (2003) and later Snowden and Boone (2007) developed the Cynefin framework as a sense-making tool for strategic decision making in business problems and situations. The conceptual thinking draws from knowledge management and complexity science. The framework challenges the assumptions of order, rational choice, and intent (Massy, 2005). The Cynefin framework offers a perspective of complex systems characterized with uncertainty. The framework is based on the idea that many problems in management are caused by the mismatch of management style and organizational environment. The objective of the framework is to reach consensus to reduce the unknown domain. (Ahmed et al., 2014.)

The Cynefin framework is described in figure 1. The quadrants represent types of situations that organizations typically face and need to manage. The ordered domains are called simple and complicated; the unordered domains are called complex and chaos. The fifth domain is the domain of disorder. Unorder does not mean lack of order in the model, but instead, it describes emergent order. The Cynefin framework is not a categorization framework that implies that the most desirable situation is in the upper right corner. On the contrary, none of the domains is better than the others. (Kurtz & Snowden, 2003.)

Figure 1: The Cynefin framework (Kurtz & Snowden 2003.)



Different contexts in the Cynefin framework are described as follows by Kurtz and Snowden (2003) and Snowden and Boone (2007) as follows:

1. A simple context is the realm of known where the cause-and-effect relationship is known and repeatable and where it is possible to determine, based on facts, a correct action or right answer for each situation in advance. Repeatability allows the use of predictive models, and it is possible to operate based on routines and standard operating procedures. A simple context represents the domain of best practice that are derived from past experience.
2. A complicated context is the realm of known unknowns. It is also predictable but more varied because the cause and effect are separated over time and space. However, it is possible to move from this domain to the simple domain if only enough time and resources can be used. There are clear relationships with multiple answers, but all these challenges can be tackled using analysis, scenario planning and systems thinking. It requires expertise and communication between experts. This is the domain of learning organization and good practice.
3. A complex context is the realm of unknown unknowns and the domain of emergent practice. It is the domain of complexity theory. Complex is something that situates between order and disorder exhibiting predictability in some and unpredictability in other aspects at once. Complexity theory studies how patterns emerge through the interaction of many agents. A complex context is one where the cause-and-effect relationships are not known and where there is no predictability. Therefore, categorization or analytic techniques are not available. Information is unstructured and related, but people do not know how. Taking decisions cannot be based on knowledge or analytical approach, but instead, the actions are based on emerging patterns, experimentation, and increased



interaction. The management is based on facilitating because this space requires multiple perspectives. It is possible to evaluate the adequacy of actions only in retrospective because emerging patterns are such that they can be perceived but not predicted.

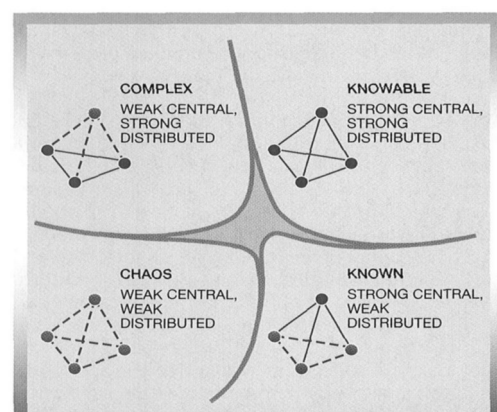
4. A chaotic context is more turbulent, complicated, surprising, and challenging than a complex context. The cause-and-effect relationships cannot be defined. Every piece of information is a fragment with no relationship to any other. Applying best practice is what probably what precipitated chaos and there is nothing to analyse nor will patterns emerge. In a chaotic context people need strong contention, authoritarian intervention, and crisis management to reduce the turbulence. Novel practice and innovations come to the force in a chaotic context, and it is possible to enter this domain on purpose in order to open up new possibilities.
5. Disorder is a context where an organization ends up from any of the above-mentioned contexts when it is unable to recognize its context. It is a domain to understand conflict among decision makers looking at the same situation from different points of view. In this kind of situation people tend to pull it towards the domain they feel the most comfortable. That is why it becomes important to reduce the size of the disorder domain and to achieve consensus among decision makers – both on the situation and on the most appropriate response.

The Cynefin framework provides pointers on how to study complex systems (der Walt & de Wet, 2008). It can be utilized for contextualization. Most decision-making situations in organizations take place in a complex context. In this kind of context management practices include, among others, the improvement of communication, the promotion of new ideas, tolerance for difference and the constant observation of the organizational context. (Snowden & Boone, 2007.)

Indeed, it is as interesting to investigate the possibilities concerning moving between the different domains of the Cynefin framework as to think of the present domain because a move across boundaries requires a shift to different way of understanding and interpretation and thus a different leadership style. The simple and complicated domains are the domains of order where the most important boundary for sense making is what can be used immediately because it is known and what needs time and energy to be found out but is knowable at the end. In the complex and chaotic domains, knowability is less important but interaction is important. That is, what we can pattern in complex domain and what needs to be stabilized for patterns to emerge in chaotic domain. (Kurtz & Snowden, 2003.)

There are two barriers to innovation: expert thinking (knowable or complicated domain) and bureaucracy (known or simple domain). An approach to break down the expert thinking is to place them into trans-disciplinary settings and getting them thinking in different ways, i.e., moving experts from complicated domain into chaos, then to the complex or complicated domains. This enables to develop new patterns. Bureaucrats should be presented problems with hidden and multiple solutions. This way they could move from simple domain in the direction of complex domain or chaos and thus be able to create new ideas and innovations. (Pelrine, 2011.)

Figure 2: The Cynefin framework and the connections (Kurtz & Snowden, 2003)





The order domain, i.e., the simple and complicated ones, represent an area where the connections between managers and staff are strong. There are structures that control behaviour like procedures and forms. On the other hand, the disorder domains, i.e., the complex and chaos, are such that the connections between managers and staff are weak and control through structure usually fails. In complex and complicated domains, connections between staff are strong and stable group patterns can emerge. In simple and chaotic domains, connections between staff are weak and emergent patterns do not form on their own. (Kurtz & Snowden, 2003.)

What management actions are needed?

The simple domain is characterized by a clear relationship between cause and effect. The decision model in this domain is to sense the situation, categorize it and respond. The response is based on best practice. The complicated domain is also characterized by cause and effect, but there may be multiple right answers. The decision model is to sense, analyse and respond. This requires expert work, and the response is based on good practice. The complex domain is unpredictable in a way that cause and effect can only be understood in retrospect. Answers are found by experimentation and the decision model is to probe, sense and respond. This way practice emerges. (Kurtz & Snowden, 2003.)

In the domain of chaos there is no link between cause and effect nor are there any right answers. The decision model is to act, sense and respond as, for example, in crisis management. Crises often occur when weak signals have been omitted and there has been an unrecognized context change in the simple domain. It is a situation where best practice ceases to work and the system collapses catastrophically into chaos.

In that kind of situation there are two different approaches; the decisive, directive management control to re-establish the good practices, i.e., forcing the organization to move from chaos back to the simple domain, or to look for small patterns in the chaos that show the type of practice the organization wants to have. Managers can thus support these beneficial patterns and try to replicate them throughout the organization (Figure 3). This is a way to move from chaos to the complex and then the complicated domains. However, neither of these approaches automatically guarantees success. Finally, the domain of disorder is one where the domain cannot be defined or decided. (Kurtz & Snowden, 2003).

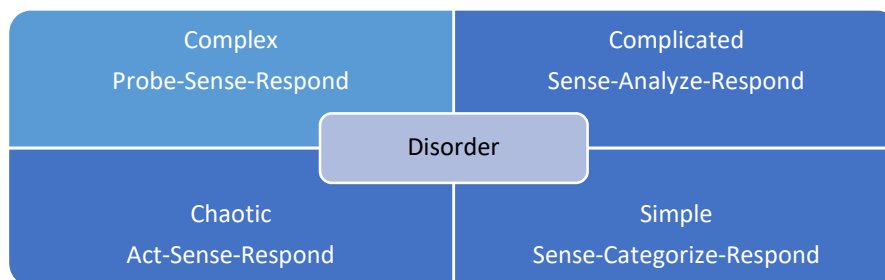


Figure 3: The Cynefin framework and management actions (Kurtz & Snowden, 2003.)

In a complex environment, the employees must make an effort to collaborate. Thus, flatter hierarchies, decentralization of decision-making, self-organization, emergence, the empowerment of employees and the creation of new order are key characteristics of complex systems (Daft & Lewin, 1993; Mitleton-Kelly, 2003). In the case of a complex or occasionally even chaotic environment (Kurtz & Snowden, 2003), which are typical for knowledge work (Donnelly, 2006), there is a need for other kinds of ways of working and ways of managing. The probe, sense and respond model becomes useful for the management (Kurtz & Snowden, 2003).

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3. Analysis protocol

Task 2: Evaluate your SES Skills
Time allocation: 15 min
Deadline: 9 October
Location: Online
Student: Each student works individually.
Academic coach: Ensure the students fill in the questionnaire.
Make sure your students have access to the evaluation (link) and have filled in the questionnaire SES Skills before workshop 1. Ideally, students should fill in the questionnaire during a presentation session about ProCESS.

Task 3: Study the case of the company your group is analysing
Time allocation: 1 hour
Deadline: 9 October
Location: Online
Student: Each student works individually at this task.
Academic coach: Assign the different cases to the 4 groups you are tutoring.



Task 4: Mobility 1 enterprise/student meeting

Time allocation: 10 h
Company visits for travelling students: SANOFI: 11 – 12 October KESKI: 11 – 12 October SJSC: 13 – 14 October KLAUS: 13 – 14 October
Videoconference date and time: SANOFI: 11 October at 9 – 13 (GMT+2) KESKI: 12 October at 9 – 13 (GMT+2) SJSC: 13 October at 9 – 13 (GMT+2) KLAUS: 14 October at 9 – 13 (GMT+2)
Location: At the case company's premises/Teams
Student: 1 student/each team travels to the company abroad; others participate by videoconference from their home country.
One student of the team travels to the country where the enterprise is located and participates the enterprise meeting in the company to understand it better and to meet the company coach and the local academic coach. Academic coaches help with travel arrangements. Other students in the team participate the videoconference from their home country. During the mobility, the student visits the company and collects information. Academic coach will help in defining the information needs. This material collected from the company will be used in Task 5. The company coach presents the company in the videoconference. The students ask questions they think will help in solving the problem described by the company case.
Academic coach: Organize mobilities and participate all 4 videoconferences.
Help travelling students with travel and accommodation arrangements and incoming students with accommodation and commutation arrangements. Assist the local company coach in organizing the programme for a 2-day student visit. Participate and facilitate all 4 videoconferences.
Company coach: Organize company visit and videoconference.
Organize the programme for a 2-day student visit with local academic coach. Prepare the material such as documents to be shared, people to meet, places to visit, and agreements to obtain. Summon the videoconference in Teams for the 4 groups working on your company's case. Present your company and the case in the videoconference.



Task 5: Summary report

Time allocation: 11 h

Deadline: 20 October

Student: The student team works together.

Start your analysis with a summary/synthesis report (5 pages) about the company and the issues raised by the case. Use ProCESS reporting template. When preparing your report, follow the reporting guidelines. Ask advice from your academic coach or company coach if needed. Return your report to your academic coach. Academic coaches give feedback on the reports to all 4 groups they coach.

Academic coach: Coach students on desk research on the company.

Explain the expected content of the synthesis report according to the Guidelines.

Company coach:

Remain available to answer all questions students may have during their desk research.

Task 6: SESS Workshop 1 **Title**

Time allocation: 4 h

Date and time:

UCLy: 24 – 28 October

JAMK: 24 – 28 October

RISEBA: 24 – 28 October

TUCN: 24 – 28 October

Student: All 4 local student teams participate together.

Advance your case development after the workshop.

SESS trainer: Study the four cases in advance.

Plan the contents and organize the workshop. Try to establish a connection between the cases and workshops.

Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.



Task 7: SESS Workshop 2 Title

Time allocation: 4 h

Date and time:

UCLy: 31 October – 4 November

JAMK: 31 October – 4 November

RISEBA: 31 October – 4 November

TUCN: 31 October – 4 November

Student: All 4 local student teams participate together.
--

Advance your case development after the workshop.

SESS trainer: Plan the contents and organize the workshop.
--

Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.

Task 8: SESS Workshop 3 Title

Time allocation: 4 h, including 15 min to evaluate your SES Skills (task 9)

Date and time:

UCLy: 7 – 11 November

JAMK: 7 – 11 November

RISEBA: 7 – 11 November

TUCN: 7 – 11 November

Student: All 4 local student teams participate together.
--

Advance your case development after the workshop.

SESS trainer: Plan the contents and organize the workshop.
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Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.



Task 9: Evaluate your SES Skills

Time allocation: 15 min

Deadline: 11 November

Location: At the end of workshop 3 / Online

Student: Each student works individually.

Academic coach: Make sure your students have access to the evaluation (link) and are in the possession of a computer or smart phone and can access their mailbox.

Task 9: Interim report (Mid-term report)

Time allocation: 3 h

Deadline: 11 November

Student: The student team works together.

Write an interim report on your company case. Use ProCESS reporting template. When preparing your report, follow the reporting guidelines. Ask advice from your academic coach or company coach if needed. Return your report to your academic coach. Academic coaches give feedback on the reports to all 4 groups.
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Academic coach: Coach students on desk research on the company.

Explain the expected content of the interim report according to the Guidelines.



Task 11: Videoconference

Time allocation: 4 h

Date and time:

SANOFI: 14 November at 13 – 17 (GMT+2)

KESKI: 15 November at 13 – 17 (GMT+2)

SJSC: 16 November at 13 – 17 (GMT+2)

KLAUS: 17 November at 13 – 17 (GMT+2)

Location: Teams

Student: The student team participates together.

The student team prepares a presentation on the case and questions arisen by it based on their interim report. Use ProCESS presentation template.

Academic coach: Work together with the local company coach.

Organize and facilitate the videoconference of 4 teams working on your local company case. Participate to all 4 videoconferences.

Company coach:

Co-facilitate the videoconference with the academic coach.

**Task 12: SESS Workshop 4 Title**

Time allocation: 4 h

Date and time:

UCLy: 21 – 25 November

JAMK: 21 – 25 November

RISEBA: 21 – 25 November

TUCN: 21 – 25 November

Student: All 4 student teams participate together.

Advance your case development after the workshop.

SESS trainer: Plan the contents and organize the workshop.

Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.

Task 13: SESS Workshop 5 Title

Time allocation: 4 h

Date and time:

UCLy: 28 November – 2 December

JAMK: 28 November – 2 December

RISEBA: 28 November – 2 December

TUCN: 28 November – 2 December

Student: All 4 student teams participate together.

Advance your case development after the workshop.

SESS trainer: Plan the contents and organize the workshop.

Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.



Task 14: SESS Workshop 6 Title

Time allocation: 4 h, including 15 min to evaluate your SES Skills (task 15)
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Date and time:

UCLy: 5 – 9 December

JAMK: 5 – 9 December

RISEBA: 5 – 9 December

TUCN: 5 – 9 December

Student: All 4 student teams participate together.
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Advance your case development after the workshop.

SESS trainer: Plan the contents and organize the workshop.
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Academic coach: Participate to the workshop and coach students working on the case resolution after the workshop.

Company coach: Participate to the workshop.

Task 15: Evaluate your SES Skills
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Time allocation: 15 min

Deadline: 9 December

Location: At the end of workshop 6 - Online

Student: Each student works individually.

Academic coach: Make sure your students have access to the evaluation (link) and are in the possession of a computer or smart phone and can access their mailbox.



Task 16: Videoconference

Time allocation: 4 h, including 15 min presentation by PERF on task 18

Date and time:

SANOFI: 12 December at 13 – 17 (GMT+2)

KESKI: 13 December at 13 – 17 (GMT+2)

SJSC: 14 December at 13 – 17 (GMT+2)

KLAUS: 15 December at 13 – 17 (GMT+2)

Location: Teams

Student: The student team participates together.

This videoconference is the last step before returning your final report to the academic coach.

Academic coach: Work together with the local company coach.

Organize and facilitate the videoconference of 4 teams working on your local company case. Participate all 4 videoconferences.

Company coach:

Co-facilitate the videoconference with the academic coach.

Task 17: Final report (Action plan)

Time allocation: 21 h

Deadline: 15 January

Student: The student team works together.

Write a final report on your company case. Use ProCESS reporting template. When preparing your report, follow the reporting guidelines. Ask advice from your academic coach or company coach if needed. Return your report to your academic coach. Start preparing your winter school presentation based on your final report. The feedback on your solution will be given in the winter school.

Academic coach:

Coach students on desk research on the company. Explain the expected content of the final report according to the Guidelines.



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Task 18: Evaluate your managing and behavioural skills
Time allocation: 1 h
Deadline: 18 January
Student: Each student works individually.
Academic coach: The evaluation link is sent to students on the 2 nd of January. Make sure your students have access to the evaluation (link) and have filled in both questionnaires.



Task 19: Mobility 2 Winter school

Time allocation: 28 h

Dates: 23 – 26 January 2023, excluding travels

Location: RISEBA, Riga, Latvia



Student: All 16 student teams

All students in all teams attend winter school in Riga, Latvia. Academic coaches will help with travel and accommodation arrangements. All teams present their case there according to the presentation instructions. Your presentation will be evaluated by a jury. The oral presentation will be the final evaluation. Having successfully completed all the tasks you will be given a certificate of the project.

Academic coach:

Help travelling students with travel and accommodation arrangements and incoming students with accommodation and commutation arrangements. Attend the presentations of the 16 action plans. Participate to the jury that will audit the solutions and the recommendations made by the student teams. Attend the winter school's graduation ceremony when an "international certificate will be awarded to students.

Company coach:

Participate to the jury that will audit the action plan (recommendations) made by the student teams. Attend the presentations of the 16 action plans and thus identify possible solutions, good practices, and recommendations with regard the case. Attend the winter school's graduation ceremony and award an "international certificate" to students.

SESS trainer:

Attend the presentations of the 16 action plans.

Project manager:

Attend the presentations of the 16 action plans.



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Task 20: Evaluate your SES Skills
Time allocation: 15 min
Deadline: 26 January
Student: Each student works individually.
Academic coach: The evaluation link is sent to students on January 26. Make sure your students have access to the evaluation (link) and have filled in the questionnaire.
PERF: Make a collective restitution of the results of Task 18 and 20 evaluations.



4. Contact information

Academic coaches

France	UCLy	Vincent Goubier	vgoubier@univ-catholyon.fr
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Company coaches

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5. Company case attachment

For confidentiality reasons, company cases are handled individually to each group of students.